

Chapter Four- TIP Model in Action

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TIP MODEL SCENARIO #1

Mr. Gilbert wanted to demonstrate the principles of probability to his junior high math class. The exercises he gave them involved time-consuming calculations that bogged down the lesson and that often were full of errors.

1.1- What software tool would you recommend Mr. Gilbert use to address this problem?

- Spreadsheet

-a good example of probability spreadsheet lesson

1.2 What would be the relative advantage of using this tool?

- Spreadsheet software saves time wasted making calculations
- Less time calculating translates into more time for genuine problem-solving

1.3- Would it be better to have the students work individually or in groups? What would be the best arrangement of hardware?

- in groups for the hands-on part: rolling dice or playing rock, paper, scissors
- individually for working with data if possible or sharing a computer with one other when necessary.

TIP Scenario 2

Mr. Hern had his class work in small groups to create a short story. As a whole class, they discuss the plot and characters; then each group writes a part of the story. The groups exchange sections and critique each other's work. Then they do a final version. After the draft is complete, they post the story on the school's web server along with stories posted from past classes.

2.1-What would be the **relative advantages** for Mr. Hern's students of using word processing for their drafts instead of doing typed or handwritten drafts?

- saves times writing text
- makes changing text easier and more flexible: erase text, insert text, move/copy text.
- can store documents
- can access dictionary/thesaurus tools
- check grammar and spelling

2.2-What would be the relative advantages of posting the story on the internet when it is completed?

- broader audience
- more feedback
- greater motivation to write

2-3: What **outcomes** would he want to assess, in addition to the quality of writing, in the final product?
Suggest a way to carry out this assessment.

- **Social skills:** how did they collaborate with group members (use teacher observations and rubric developed with students)
- **Process of writing:** what did they discover about themselves as writers- what worked well, was difficult etc. (students write reflections)

TIP Scenario 3

Ms. Sanchez, a high school AP composition teacher, wants her students to do more spelling and grammar proofreading of their work, before they pass in their papers for grading. She feels word processing features will help them learn this habit, so she introduces the software. Although her students have never used word processing before, she feels they can learn on their own. She does a demonstration of word processing features on Monday, and sends the students to the lab for the next two periods to complete a word-processed paper to pass in for grading on Wed.

THE RESULTS: The papers are far worse than usual. The ideas are not well developed and the spelling and grammar are worse also.

3.1-What about her teaching sequence might explain why word processing did **NOT** provide the benefit she expected?

Ms. Sanchez did not demonstrate **the basics** of word processing to her students first, and give them a chance to practice, before introducing word-process. features.

(**chart pg. 119**)

“Students new to word processing must have adequate time to develop skills in using the software **BEFORE** teachers can begin to grade their word-processed products.” (**pg. 118**)

3.2- Why weren't the IDEAS as well developed as usual?

Students were so focused on learning word processing skills, they weren't able to focus on their content.

“Generally, word processing seems to improve writing...only if it is used in context with good writing instruction...” (pg. 115)

- Software cannot replace the teacher or interaction with other writers.

3.3- What are two things you would suggest she do differently?

She should spend **more time** teaching the basics of word processing, giving students the opportunity to practice before teaching the features of word.

She should also accompany students to the lab, and **provide support** as needed. Only after they have developed their skills over time, should they be expected to pass in a paper to be marked.